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ABSTRACT

To evaluate the effectiveness of the programs and services at the Community College of the Air Force (CCAF), a survey was conducted of 1,127 students who graduated in April 1995. Study results, based on responses from 34.1% (n=384) of the graduates, included the following: (1) the proportion of females answering the survey was 3% higher that their relative distribution in the graduating class; (2) the average graduate was a career noncommissioned officer, 34-year-old-male with 13 years in the Air Force and assigned to Air Education and Training Command or Air Combat Command; (3) for 87.5% of the respondents, their associate degree from CCAF was their highest educational accomplishment; (4) for the 252 respondents who had subsequently enrolled in another institution, 32.1% indicated that two-thirds or more of their CCAF credits were accepted in transfer, while only 2.8% reported that no credits were accepted; (5) graduates were generally satisfied with CCAF, with 59.3% rating their experience as outstanding or excellent; (6) 74.2% strongly agreed or agreed that earning their CCAF degree improved their supervisory skills, while 64.8% thought that it had improved their job knowledge; (7) 96.9% of the graduates indicated they would recommend completion of a degree at CCAF to others; and (8) the vast majority of graduates (81.8%) agreed or strongly agreed that CCAF had a positive impact on the Air Force mission. (TGI)

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Community College of the Air Force

Survey of April 1995 Graduates

STUDY NUMBER: 95-0008
DATE: 31 December 1995

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Survey of April 1995 Graduates

PURPOSE

The purpose of the 1995 Community College of the Air Force (CCAF) Graduate Survey was to evaluate the effectiveness of CCAF programs and services. A random sample of 1,127 graduates was surveyed during June and July 1995. The survey was administered five to ten months after graduates completed degree requirements to allow for adequate time to observe possible changes in graduates and differences between graduates and nongraduates. The survey also supported Quality Air Force initiatives and the Air University Quality Indicators Program.

METHODOLOGY

A 40-question instrument was developed using previous CCAF surveys, surveys from other postsecondary institutions, CCAF staff inputs, and questions required by the Air University Quality Indicators Program. The survey consisted of multiple choice, Likert scale, and open-ended questions. The Air University survey control officer reviewed the survey and issued a survey control number in June 1995.

The CCAF Mission Support - Systems Office provided address labels for 1,200 randomly selected members of the April 1995 CCAF graduating class. A package containing the 1995 CCAF Graduate Survey and the 1995 CCAF Supervisor Survey, two answer sheets, and two pre-addressed mailing envelopes was sent to each of the selected graduates. Graduates were asked to fill out the survey and return it in one of the mailing envelopes. Graduates were also asked to provide the 1995 CCAF Supervisor Survey, one answer sheet, and one pre-addressed mailing envelope to their supervisor for completion and mailing.

An NCS Optical Mark Scanner was used to compile results for objective questions. Statistical Program for the Social Sciences (SPSS) for Windows, a statistical software package, was used to provide a frequency count for all responses..

This survey was mailed to 1,127 members of the April 1995 graduating class at the Community College of the Air Force between 27 June and 10 July 1995 (the remaining 73 addresses were invalid). As of 1 September 1995, 384 graduates had responded to the survey.

THE INSTRUMENT:

The survey was composed of five parts--demographics, personal/background information, additional education, general information, and write-in response questions. The first four sections were designed to be used with a machine-scored bubble sheet, and the last section was composed of four open-ended, write-in response questions.

SAMPLE SIZE CALCULATION:

SURVEYS MAILED: 1,127
SURVEY RESPONSES: 384 (34.1% response rate)

CONFIDENCE LEVEL ATTAINED: 95%, with a precision level of 5%.

Sample size was calculated using the sample size formula in the *Air University Sampling and Surveying Handbook* (pp. 23-24). The formula is:

$$n = \frac{N \times Z^2 \times .25}{[d^2 \times (N-1)] + [Z^2 \times .25]}$$

Where n = sample size
N = the total population size
d = the precision level
Z = the standardized score for the desired confidence level

In this case, the desired confidence level was set at 95%, with a precision level of 5% and the formula was calculated as follows:

$$n = \frac{N \times Z^2 \times .25}{[d^2 \times (N-1)] + [Z^2 \times .25]}$$

$$= \frac{5510 \times (1.96)^2 \times .25}{[(.05)^2 \times (5510 - 1)] + [(1.96)^2 \times .25]}$$

$$= \frac{5291.804}{14.7329}$$

$$= 359.182$$

In this instance, the sample of 384 graduates exceeds the minimum number of respondents necessary to achieve a 95% confidence level with a 5% precision level.

ANALYSIS:

In the pages that follow, a frequency chart displays the responses for each of the questions. A short paragraph explaining the results follows each chart.

The demographic information in the survey revealed a few surprises. For the first time we asked the gender of respondents and discovered females (and an inverse proportion of males) answered the survey in greater proportions (about 3% higher) than their relative distribution in the graduating class. To determine if the sample proportions were significantly different than the proportions of men and women in the April 1995 graduating class, we tested the data as follows:

Our hypothesis is that there will be no significant difference in gender proportions between the sample in our survey and the members of the April 1995 class. The sample had 20.6% females and the class had 17.4%. We will assume a two-tailed hypothesis and a .05 level of significance. In this case if the computed z-score exceeds the absolute value of 1.98 the sample proportion is significantly greater than the corresponding proportion in the population and the data derived from the sample may be suspect.

Formula: (from Dennis E. Hinkle, William Wiersma, Stephen G. Jurs, *Applied Statistics for the Behavioral Sciences*, 2d Ed. (Boston: Houghton Mifflin), 1988, pp. 226-230)

$$z = \frac{p - P}{s_p}$$

s_p = Square Root of $((pq)/n)$

Where: z = standard score
p = proportion of females in the sample (survey respondents)
P = proportion of females in the population (April Class)
s_p = the standard error of the statistic
n = the number in the sample
q = $1-p$

s_p = Square Root of $((.206 - .794)/384)$
= .0206

$$z = \frac{.206 - .174}{.0206}$$

= 1.553

In this case, the z-score does not exceed 1.98, indicating there is no significant difference between the proportion of females in the sample and the proportion of females in the population.

The demographic data on rank, time-in-service, age, and Major Command closely matched the data from previous surveys and the relative distribution within the class of these factors. As with previous surveys, a profile of the average graduate is as follows:

- **34 year old male.**
- **13 years in the Air Force.**
- **Assigned to Air Education and Training Command or Air Combat Command.**
- **Career noncommissioned officer (i.e. Staff Sergeant through Master Sergeant).**

In Part II, Personal/Background Information, we asked questions on martial status, the number of dependents in the graduate's household, their highest educational achievement, their long- and short-term educational goals, the graduate's career field, and how many college credits had the graduate earned prior to joining the Air Force. We discovered:

- **Earning an associate degree through CCAF was the highest educational accomplishment for the vast majority of our graduates.**

- **Most of our graduates planned on earning a baccalaureate degree in the next five years and a Master's degree after that.**

- **As with previous surveys, a majority of our graduates enter the Air Force with no college credit.**

- **The majority of our graduates are married and have more than one dependent.**

Our attempt to ascertain the exact Air Force Specialty Code of our respondents was stymied, in part, because of two missing bubbles on our answer sheet. We were only able to obtain data on general career field areas for our graduates.

In Part III, Additional Education, we asked our graduates to tell us what kind of educational institutions they attended in the last year to complete their general education requirements, and how well, and to what areas, their credits were accepted for transfer. This section produced a number of surprises.

- **Only 255 of the 384 graduates (66.4%) had taken classes in a civilian institution within the past year! Of those that had, over half (62.8%) indicated they attended a four-year college/university.**

- **Of those that had attempted to transfer CCAF credit to another institution, 194 of 201 (96.6%) reported they had successfully transferred some or all of their CCAF credit to that institution (interestingly, 81 of 201 (40.3%) indicated they successfully transferred two-thirds or more of their CCAF credit!). The overwhelming majority of respondents**

indicated their CCAF credit was accepted as a general elective or in both the general elective area and their major area.

In Part IV, General Information, we asked our graduates to share their opinions on a number of issues with us. We discovered:

- In general, our graduates are very satisfied with CCAF. The majority (59.3%) rated their experience with CCAF as outstanding or excellent, with nearly a fifth (17.7%) rating it outstanding. Nearly all (95.8%) rated their experience as satisfactory or above.

- Our graduates believe the process of earning a degree through CCAF improved their supervisory skills (74.2%), improved their job knowledge (64.8%), exposed them to a wide variety of ideas (82%), improved their oral communication skills (78.9%), improved their written communication skills (79.9%) improved their mathematical abilities (57.6%), improved their problem-solving abilities (69.5%), and improved their self-confidence (80.7%).

- In the strongest terms (96.9%) our graduates endorsed the quality of our program by indicating they would recommend completion of a degree through CCAF to others. They also indicated they believed CCAF was the best avenue for earning a 2-year degree while serving in the Air Force (85.4%).

- The graduates indicated they believe CCAF positively impacts the Air Force as a whole. They indicated they believed CCAF positively impacts the Air Force mission (81.8%), positively impacts Air Force morale (71.6%), and plays an important role in the development of a professional enlisted corps (81.8%)

- Less than half the graduates indicated they believe CCAF helps recruit people into the Air Force (45.1%), and that instructor duty helps an enlisted member's career (49.5%). In each of these cases, however, large segments (40.6%, and 33.3%, respectively) were undecided.

- As with previous surveys, a majority of our graduates indicted they would have pursued a college degree even if CCAF did not exist (55.4%). Of note, nearly a third disagreed with this statement, and less than a fifth were undecided.

- On our questions on educational support services, our graduates were generally positive. They indicated their Base Education Office provided adequate assistance (85.9%), civilian courses were usually available when they needed them (79.1%), and that Base Libraries provided adequate support for general education courses (53.9%). Of note, less than half of the graduates (46.3%) indicated their workload made it difficult to get the classes they needed to complete their degree (down from 54.6% in 1994).

- **Not surprisingly, a majority of our graduates believed that educational attainment should be a weighted factor in their promotion system.**

The write-in questions contained no surprises when compared to previous surveys. Only one answer was listed by more than a fifth of all graduates--that was to indicate they believed a major strength of CCAF was the fact that Air Force technical training was worth college credit through CCAF (31.5%). Other commonly listed items included recommendations to offer a baccalaureate degree, to make CCAF a factor in enlisted promotions, to improve the transferability of credit to civilian institutions, and improve class availabilty for personnel who perform frequent temporary duty, deployment, or shift work.

CONCLUSIONS:

In general, and in keeping with previous surveys, the results continued to be positive. Most graduates rated their experience with CCAF in a positive manner, and believe it is a valuable benefit for enlisted members of the Air Force. As before, graduates continue to indicate they will recommend completion of an associate degree from CCAF to others.

RECOMMENDATIONS:

Repeat this survey once every three years.

PART I DEMOGRAPHIC INFORMATION:

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Grade:

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		6	1.6	1.6
SENIOR AIRMAN	E4	38	9.9	11.5
STAFF SERGEANT	E5	128	33.3	44.8
TECHNICAL SERGEANT	E6	98	25.5	70.3
MASTER SERGEANT	E7	99	25.8	96.1
SENIOR MASTER SERGEANT	E8	14	3.6	99.7
CHIEF MASTER SERGEANT	E9	1	.3	100.0
	Total	384	100.0	100.0

The grade distribution of graduates parallels the grade distribution of graduates in the last five graduating classes and the 1994 survey. Of note, comparing the 1994 and 1995 data, the percentage of Senior Airmen dropped slightly (from 13.4% to 9.9%), and the percentage of Staff Sergeants increased (from 23.3% to 33.3%) by ten percent.

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Gender:

Value Label	Value	Frequency	Percent
FEMALE	0	79	20.6
MALE	1	297	77.3
NO RESPONSE		8	2.1
	Total	384	100.0

This was a new question in the survey. The percentage of females who responded to the survey was slightly higher (and the percentage of males corresponsdingly lower) than their distribution in the graduating class and in the Air Force. Females accounted for about 16% of the enlisted members of the Air Force in 1995, 15.9% of the registrants in CCAF programs and 17.4% of the April 1995 graduating class.

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Time in Service (in Years):

MEAN: 13.25
MEDIAN: 13.0
MAXIMUM: 37
MINIMUM: 03

This question was reworked from previous surveys to provide continuous-level data to analyze. The modal range in the 1994 survey was 16-19 years, with 13-15 years and 10-12 years following closely behind. Because of the differences in levels of data (interval vs ordinal), valid comparisons are not possible.

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Major Command:

Value Label	Value	Frequency	Percent
ACC	1	110	28.6
AMC	2	32	8.3
AETC	3	111	28.9
AFMC	4	33	8.6
AFSPC	5	25	6.5
AFSOC	6	3	.8
PACAF	7	17	4.4
USAFE	8	12	3.1
FOA OR DRU	9	15	3.9
OTHER	10	14	3.6
NO RESPONSE	.	12	3.1
	Total	384	100.0

The distribution of graduates by assigned Major Command closely follows the 1994 data. In 1994, 30.4% of the gradutes were assigned to Air Combat Command, and 25.5% were assigmed to Air Education and Training Command--this parallels corresponding figures of 28.6% and 28.9%, respectively. As in previous surveys, this data is not surprising since Air Combat Command is the largest Major Command and Air Education and Training Command is home to the largest number of instructors.

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Age (in Years):

MEAN:	33.89
MEDIAN:	34
MAXIMUM:	57
MINUMUM:	22

This question was reworked from previous surveys to provide continuous-level data to analyze. The mean year of birth in the 1994 survey was 1960.43, indicating the average graduate was about 34 years old. The 1994 survey respondents ranged from 23 to 49 years old.

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PART II. PERSONAL/BACKGROUND INFORMATION:

1. What is your current marital status?

Value Label	Value	Frequency	Percent	Cum Percent	Percent
MARRIED	A	306	79.7	79.7	
SINGLE, NEVER MARRIED	B	33	8.6	88.3	
DIVORCED/SEPARATED/WIDOWED	C	44	11.5	99.7	
UNCODED RESPONSE	F	1	.3	100.0	
	Total	384	100.0	100.0	

This question was reworked from the 1994 survey. In 1994 78.6% reported they were married and 21.1% reported they were not married (the remainder did not report a marital status).

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2. How many dependents live with you?

Value Label	Value	Frequency	Percent	Cum Percent
NONE	A	76	19.8	19.8
ONE	B	86	22.4	42.2
TWO	C	83	21.6	63.8
THREE	D	94	24.5	88.3
FOUR	E	25	6.5	94.8
FIVE	F	10	2.6	97.4
SIX OR MORE	G	10	2.6	100.0
	Total	384	100.0	100.0

This was a new question in this survey. Of note, 80.2% reported they had dependents living with them compared to 83.9% who reported being married and/or having minor dependents in 1994.

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3. What is the highest degree you have earned?

Value Label	Value	Frequency	Percent	Cum Percent	Percent
ASSOCIATE DEGREE	A	336	87.5	87.5	
BACHELOR'S DEGREE	B	43	11.2	98.7	
MASTER'S OR HIGHER	C	5	1.3	100.0	
	Total	384	100.0	100.0	

As in the 1994 survey, the modal response was an associate degree (83.2% in 1994).

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4. What is your educational goal for the next five years?

Value Label	Value	Frequency	Percent	Cum Percent
ANOTHER CCAF DEGREE	A	9	2.3	2.3
CIVILIAN ASSOCIATE DEGREE	B	13	3.4	5.7
BACHELOR'S DEGREE	C	230	59.9	65.6
MASTER'S OR HIGHER	D	95	24.7	90.4
OTHER EDUC/VOC PROGRAM	E	15	3.9	94.3
UNDECIDED	F	21	5.5	99.7
UNCODED RESPONSE	H	1	.3	100.0
	Total	384	100.0	100.0

This was a new question for this survey. The 1994 survey asked only for a final educational goal (47.2% reported Masters or higher and 41.6% reported a Bachelor's degree in 1994). In 1995, we sought to discover if our graduates had interim educational goals. Analyzing the data from this question and discovered a majority of our graduates intended to pursue a baccalaureate degree in the next five years and slightly less than a majority intended to pursue a Master's or higher degree after that.

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5. What is your ultimate educational goal (BEYOND the next five years)?

Value Label	Value	Frequency	Percent	Cum Percent
ANOTHER CCAF DEGREE	A	3	.8	.8
CIVILIAN ASSOCIATE DEGREE	B	2	.5	1.3
BACHELOR'S DEGREE	C	60	15.6	16.9
MASTER'S OR HIGHER	D	190	49.5	66.4
OTHER EDUC/VOC PROGRAM	E	24	6.3	72.7
UNDECIDED	F	105	27.3	100.0
	Total	384	100.0	100.0

This was a new survey question for 1995. The 1994 survey asked only for a final educational goal (47.2% reported Masters or higher and 41.6% reported a Bachelor's degree in 1994). In 1995, we sought to discover if our graduates had interim educational goals. Analyzing the data from this question and discovered a majority of our graduates intended to pursue a baccalaureate degree in the next five years and slightly less than a majority intended to pursue a Master's or higher degree after that.

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6. How many college credits had you earned when you initially joined the Air Force?

Value Label	Value	Frequency	Percent	Cum Percent
NONE	A	219	57.0	57.0
< 1 YEAR (1-29 SH)	B	76	19.8	76.8
1 YEAR (30-59 SH)	C	44	11.5	88.3
2+ YEARS (60+ SH)	D	26	6.8	95.1
ASSOCIATE DEGREE	E	8	2.1	97.1
BACHELOR'S DEGREE	F	11	2.9	100.0
	Total	384	100.0	100.0

The 1995 results for this question closely mirror the 1994 results. Over half (57.0%) reported they had no college credit when they joined the Air Force (56.2% in 1994). In addition, nearly a fifth (19.8%) had earned less than one year (1-29 semester hours) of college credit (20.8% in 1994). Of note the percentage of members with a baccalaureate degree nearly doubled to 2.9% (1.8% in 1994).

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7. Enter the first digit of your Air Force Specialty Code:

8. Enter the second digit of your Air Force Specialty Code:

Value Label	Value	Frequency	Percent	Cum Percent
OPERATIONS	1	37	9.6	9.6
LOGISTICS	2	173	45.1	54.7
SUPPORT	3	103	26.8	81.5
MEDICAL	4	27	7.0	88.5
LEGAL/CHAPLAIN SUPPORT	5	6	1.6	90.1
CONTRACTING/FINANCE	6	6	1.6	91.7
SPECIAL INVESTIGATIONS	7	2	.5	92.2
SPECIAL DUTY	8	23	6.0	98.2
REPORTING IDENTIFIER	9	6	1.6	99.7
UNCODED RESPONSE	U	1	.3	100.0
	Total	384	100.0	100.0

Questions 7 and 8 attempted to ascertain the exact Air Force Speciality Code (AFSC) for each responding graduate. For reasons unknown, 44 graduates responded with uncodable responses (no response, out-of-range data, etc.) to Question 8. In addition, the answer sheets did not have a blank for "W" or "Y" responses to Question 8. These factors made analysis of the data by exact AFSC impossible. The table above represents the distribution by career groups and is derived from the 383 valid responses to Question 7. Of note, the modal response was the Logistics career group area, followed by Support and Operations.

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PART III. ADDITIONAL EDUCATION:

NOTE: Respondents were asked to skip questions 9-11 if they had **NOT** enrolled in another institution in the past year.

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9. Aside from CCAF, what type of educational institution have you enrolled in within the past year (Note: if you've attended more than one, indicate the one where you earned the most credits)?

Value Label	Value	Frequency	Percent	Valid Percent
NO RESPONSE		129	33.6	
TECHNICAL/VOCATIONAL COLLEGE	A	8	2.1	3.1
JUNIOR/COMMUNITY COLLEGE	B	67	17.4	26.2
FOUR-YEAR COLLEGE	C	160	41.7	62.8
GRADUATE/PROFESSIONAL SCHOOL	D	19	4.9	7.5
UNCODED RESPONSE	E	1	.3	0.5
	Total	384	100.0	100.0

Valid cases 255

This was a new question for 1995. The valid percent column reflects the percentage distribution with the nonrespondents removed. Interestingly, over a third (33.6%) of the survey resondents skipped this question (indicating they had not enrolled in a civilian educational institution in the past year). Of note, the modal response was a four-year college (62.8% of those who responded to this question).

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10.. What portion of your CCAF credits were accepted in transfer?

Value Label	Value	Frequency	Percent	Valid Percent
NO RESPONSE		132	34.4	
LESS THAN 1/3	A	35	9.1	13.9
BETWEEN 1/3 AND 2/3	B	78	20.3	31.0
2/3 OR MORE	C	81	21.1	32.1
NONE WERE ACCEPTED	D	7	1.8	2.8
DID NOT ATTEMPT TO TRANSFER	E	51	13.3	20.2
	Total	384	100.0	100.0

Valid cases 252

This was a new question for 1995. The valid percent column reflects the percentage distribution with the nonrespondents removed. Again, over a third (34.4%) of the survey resondents skipped this question (indicating they had not enrolled in a civilian educational institution in the past year). Of note, the modal response was that two-thirds or more of their CCAF credits accepted in transfer (32.1% of those who responded to this question). Interestingly, only 2.8 % of the respondents to the question indicated that none of their credits transfered and only 13.9% indicated less than one-third of their credits transfered. Over a fifth (20.2%) indicated they did not attempt to transfer credit to another institution from CCAF.

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11. If credit was accepted, where did the other institution apply this credit? [If your answer to Question 10 was "D" or "E" skip this question]

Value Label	Value	Frequency	Percent	Valid Percent
NO RESPONSE		184	47.9	
IN MY MAJOR AREA OF STUDY	A	8	2.1	4.0
AS GENERAL ELECTIVE CREDIT	B	88	22.9	44.0
IN BOTH OF THE ABOVE AREAS	C	104	27.1	52.0
	Total	384	100.0	100.0

Valid cases 200

This was a new question for 1995. The valid percent column reflects the percentage distribution with the nonrespondents removed. Interestingly, nearly half of the survey respondents skipped this question (indicating they had not enrolled in a civilian educational institution in the past year; had not attempted to transfer credit; or had attempted to transfer credit and were not successful). Of those who transfered credit to other institutions, over half reported the credit was applied in both the major area of study and as an elective. Slightly under half reported their credit was applied only as a general elective. Given that CCAF degree programs are career field specific and lower division credit, these results are not surprising.

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PART IV. GENERAL INFORMATION:

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12. How would you rate your overall experience with CCAF?

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		6	1.6	1.6
OUTSTANDING	A	68	17.7	19.3
EXCELLENT	B	160	41.7	60.9
SATISFACTORY	C	134	34.9	95.8
MARGINAL	D	13	3.4	99.2
UNSATISFACTORY	E	2	.5	99.7
UNCODED RESPONSE	G	1	.3	100.0
	Total	384	100.0	100.0

A majority of graduates (59.3%) rated their overall experience with CCAF as outstanding or excellent. Of note, nearly a fifth (17.7%) rated their experience as outstanding while only 3.9% rated their experience as marginal or unsatisfactory. The 1994 Student Survey (students who had not completed a degree within six years after initial enrollment and were moved to a current catalog) indicated positive results--47.2% indicated satisfied/very satisfied with their overall CCAF experience, while only 10.7% indictaed disatisfied/very disatisfied.

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13. The process of earning a CCAF degree has improved my supervisory skills.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	73	19.0	19.0
AGREE	B	212	55.2	74.2
UNDECIDED	C	49	12.8	87.0
DISAGREE	D	44	11.5	98.4
STRONGLY DISAGREE	E	6	1.6	100.0
	Total	384	100.0	100.0

The vast majority of graduates (74.2%) agreed or strongly agreed that the process of earning a CCAF degree improved their supervisory skills. Of note, nearly a fifth (19.0%) strongly agreed while only 13.1% disagreed/strongly disagreed. (1994: 55.5% agree/strongly agree)

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14. The process of earning a CCAF degree has improved my job knowledge.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	60	15.6	15.6
AGREE	B	189	49.2	64.8
UNDECIDED	C	48	12.5	77.3
DISAGREE	D	76	19.8	97.1
STRONGLY DISAGREE	E	11	2.9	100.0
	Total	384	100.0	100.0

A majority of graduates (64.8%) agreed or strongly agreed that the process of earning a CCAF degree improved their job knowledge. Of note, over a sixth (15.6%) strongly agreed while over a fifth (22.7%) disagreed/strongly disagreed. (1994: No comparison data)

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15. The process of earning a CCAF degree has exposed me to a wide variety of ideas.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	120	31.3	31.3
AGREE	B	195	50.8	82.0
UNDECIDED	C	45	11.7	93.8
DISAGREE	D	22	5.7	99.5
STRONGLY DISAGREE	E	2	.5	100.0
	Total	384	100.0	100.0

The vast majority of graduates (82.0%) agreed or strongly agreed that the process of earning a CCAF degree exposed them to a wide variety of ideas. Of note, nearly a third (31.3%) strongly agreed while only 6.2% disagreed/strongly disagreed. (1994: No comparison data)

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16. The process of earning a CCAF degree has improved my ability to communicate orally.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	113	29.4	29.4
AGREE	B	190	49.5	78.9
UNDECIDED	C	40	10.4	89.3
DISAGREE	D	36	9.4	98.7
STRONGLY DISAGREE	E	5	1.3	100.0
	Total	384	100.0	100.0

The vast majority of graduates (78.9%) agreed or strongly agreed that the process of earning a CCAF degree improved their ability communicate orally. Of note, nearly a third (29.4%) strongly agreed while only 10.7% disagreed/strongly disagreed. (1994: No comparison data)

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17. The process of earning a CCAF degree has improved my ability to communicate in writing.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	105	27.3	27.3
AGREE	B	202	52.6	79.9
UNDECIDED	C	39	10.2	90.1
DISAGREE	D	34	8.9	99.0
STRONGLY DISAGREE	E	4	1.0	100.0
	Total	384	100.0	100.0

The vast majority of graduates (79.9%) agreed or strongly agreed that the process of earning a CCAF degree improved their ability to communicate in writing. Of note, nearly a third (27.3%) strongly agreed while only 9.9% disagreed/strongly disagreed. (1994: No comparison data)

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18. The process of earning a CCAF degree has improved my mathematical abilities.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	46	12.0	12.0
AGREE	B	175	45.6	57.6
UNDECIDED	C	76	19.8	77.3
DISAGREE	D	72	18.8	96.1
STRONGLY DISAGREE	E	15	3.9	100.0
	Total	384	100.0	100.0

A majority of graduates (57.6%) agreed or strongly agreed that the process of earning a CCAF degree improved their job knowledge. Of note, 12.0% strongly agreed while over a fifth (22.7%) disagreed/strongly disagreed. (1994: No comparison data)

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19. The process of earning a CCAF degree has improved my ability to solve problems.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	56	14.6	14.6
AGREE	B	211	54.9	69.5
UNDECIDED	C	67	17.4	87.0
DISAGREE	D	47	12.2	99.2
STRONGLY DISAGREE	E	3	.8	100.0
	Total	384	100.0	100.0

A majority of graduates (69.5%) agreed or strongly agreed that the process of earning a CCAF degree improved their ability to solve problems. Of note, over a sixth (14.6%) strongly agreed while only 13.0% disagreed/strongly disagreed. (1994: No comparison data)

****

20. The process of earning a CCAF degree has improved my self confidence.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	110	28.6	28.6
AGREE	B	200	52.1	80.7
UNDECIDED	C	38	9.9	90.6
DISAGREE	D	31	8.1	98.7
STRONGLY DISAGREE	E	5	1.3	100.0
	Total	384	100.0	100.0

The vast majority of graduates (80.7%) agreed or strongly agreed that the process of earning a CCAF degree improved their self confidence. Of note, nearly a third (28.6%) strongly agreed while only 9.4% disagreed/strongly disagreed. (1994: 74.7% agree/strongly agree)

****

21. I would recommend completion of a CCAF degree to others.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	261	68.0	68.0
AGREE	B	111	28.9	96.9
UNDECIDED	C	11	2.9	99.7
DISAGREE	D	1	.3	100.0
STRONGLY DISAGREE	E	0	0.0	0.0
	Total	384	100.0	100.0

An overwhelming majority of graduates (96.9%) agreed or strongly agreed they would recommend completion of a CCAF degree to others. Of note, over two-thirds (68.0%) strongly agreed while only 0.3% disagreed and no respondent strongly disagreed. (1994: 93.3% would recommend completion of a CCAF degree to others)

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22. CCAF positively impacts the USAF mission.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	161	41.9	41.9
AGREE	B	153	39.8	81.8
UNDECIDED	C	52	13.5	95.3
DISAGREE	D	16	4.2	99.5
STRONGLY DISAGREE	E	2	.5	100.0
	Total	384	100.0	100.0

The vast majority of graduates (81.8%) agreed or strongly agreed that CCAF positively impacts the USAF mission. Of note, nearly half (41.9%) strongly agreed while only 4.7% disagreed/strongly disagreed. (1994: No comparison data)

****

23. CCAF positively impacts morale in the Air Force.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	108	28.1	28.1
AGREE	B	167	43.5	71.6
UNDECIDED	C	84	21.9	93.5
DISAGREE	D	21	5.5	99.0
STRONGLY DISAGREE	E	4	1.0	100.0
	Total	384	100.0	100.0

The vast majority of graduates (71.6%) agreed or strongly agreed that CCAF positively impacts the USAF mission. Of note, nearly a third (28.1%) strongly agreed while only 6.5% disagreed/strongly disagreed. (1994: No comparison data)

****

24. CCAF helps recruit people into the Air Force.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	55	14.3	14.3
AGREE	B	118	30.7	45.1
UNDECIDED	C	156	40.6	85.7
DISAGREE	D	48	12.5	98.2
STRONGLY DISAGREE	E	7	1.8	100.0
	Total	384	100.0	100.0

Less than half of the graduates (45.1%) agreed or strongly agreed that CCAF helps recruit people into the Air Force. Of note, nearly half (40.6%) were undecided while 14.3% disagreed/strongly disagreed. The large number of undecided members may illustrate the average 13.25 years and median 13 years (See the above question on Time in Service) since initial entry into the Air Force for the respondents to this survey. (1994: No comparison data)

****

25. I believe Instructor Duty helps an Air Force enlisted member's career.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		2	.5	.5
STRONGLY AGREE	A	78	20.3	20.8
AGREE	B	112	29.2	50.0
UNDECIDED	C	128	33.3	83.3
DISAGREE	D	46	12.0	95.3
STRONGLY DISAGREE	E	18	4.7	100.0
	Total	384	100.0	100.0

Less than half the graduates (49.5%) agreed or strongly agreed that instructor duty helps an Air Force enlisted member's career. Of note, over a fifth (20.3%) strongly agreed while only 16.7% disagreed/strongly disagreed. Interestingly, a third were undecided. (1994: No comparison data)

****

26. The Base Education Office staff provided the assistance I needed to complete my CCAF degree.

Value Label	Value	Frequency	Percent	Cum Percent
STRONGLY AGREE	A	143	37.2	37.2
AGREE	B	187	48.7	85.9
UNDECIDED	C	22	5.7	91.7
DISAGREE	D	23	6.0	97.7
STRONGLY DISAGREE	E	9	2.3	100.0
	Total	384	100.0	100.0

The vast majority of graduates (85.9%) agreed or strongly agreed Base Education Office staff provided needed assistance to complete a CCAF degree. (1994: 85.4% agree/strongly agree)

****

27. I would have earned an associate degree while in the Air Force even if CCAF did not exist.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		1	.3	.3
STRONGLY AGREE	A	106	27.6	27.9
AGREE	B	107	27.9	55.7
UNDECIDED	C	76	19.8	75.5
DISAGREE	D	69	18.0	93.5
STRONGLY DISAGREE	E	25	6.5	100.0
	Total	384	100.0	100.0

A majority of graduates (55.4%) agreed or strongly agreed they would have earned an associate degree while in the Air Force even if CCAF did not exist. Of note, 27.9% strongly agreed while 24.5% disagreed/strongly disagreed. (1994: 56.6% agree and 27.7% disagree)

****

28. I believe increased educational attainment by enlisted personnel contributes to the readiness of the Air Force to perform the mission.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		1	.3	.3
STRONGLY AGREE	A	158	41.1	41.4
AGREE	B	161	41.9	83.3
UNDECIDED	C	41	10.7	94.0
DISAGREE	D	18	4.7	98.7
STRONGLY DISAGREE	E	5	1.3	100.0
	Total	384	100.0	100.0

The vast majority of graduates (83.0%) agreed or strongly agreed increased educational attainment by enlisted personnel contributes to Air Force readiness. Of note, nearly half (41.1%) strongly agreed while only 6.0% disagreed/strongly disagreed. (1994: No comparison data)

****

29. My workload made it difficult to get the classes I needed to complete my CCAF degree.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		1	.3	.3
STRONGLY AGREE	A	73	19.0	19.3
AGREE	B	105	27.3	46.6
UNDECIDED	C	43	11.2	57.8
DISAGREE	D	131	34.1	91.9
STRONGLY DISAGREE	E	31	8.1	100.0
	Total	384	100.0	100.0

Less than half of the graduates (46.3%) agreed or strongly agreed their workload made it difficult to obtain classes to complete their CCAF degree. Of note, less than a fifth (19.0%) strongly agreed while 42.2% disagreed/strongly disagreed. (1994: 54.6% stated their workload inhibited their degree completion, while 41.4% said it did not)

****

30. The civilian courses I need to complete my degree were usually available when I needed them.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		1	.3	.3
STRONGLY AGREE	A	67	17.4	17.7
AGREE	B	237	61.7	79.4
UNDECIDED	C	38	9.9	89.3
DISAGREE	D	34	8.9	98.2
STRONGLY DISAGREE	E	7	1.8	100.0
	Total	384	100.0	100.0

The vast majority of graduates (79.1%) agreed or strongly agreed that needed civilian courses were usually available. Of note, over a sixth (17.4%) strongly agreed while only 10.7% disagreed/strongly disagreed. (1994: 62.9% reported civilian course availability did not inhibit degree completion, 32.9% reported it did)

****

31. CCAF is the best avenue for earning a 2-year degree while in the Air Force.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		1	.3	.3
STRONGLY AGREE	A	172	44.8	45.1
AGREE	B	156	40.6	85.7
UNDECIDED	C	40	10.4	96.1
DISAGREE	D	12	3.1	99.2
STRONGLY DISAGREE	E	3	.8	100.0
	Total	384	100.0	100.0

The vast majority of graduates (85.4%) agreed or strongly agreed that CCAF is the best avenue for earning a 2-year degree while in the Air Force. Of note, nearly half (44.8%) strongly agreed while only 3.9% disagreed/strongly disagreed. (1994: 77.4% completely/mostly agree)

****

32. The Base Library provided adequate support for civilian college courses I took to complete my CCAF degree.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		2	.5	.5
STRONGLY AGREE	A	46	12.0	12.5
AGREE	B	161	41.9	54.4
UNDECIDED	C	99	25.8	80.2
DISAGREE	D	54	14.1	94.3
STRONGLY DISAGREE	E	22	5.7	100.0
	Total	384	100.0	100.0

A majority of graduates (53.9%) agreed or strongly agreed their base library provided adequate support for their general education classes. Of note, nearly a sixth (12.0%) strongly agreed while nearly a fifth (19.8%) disagreed/strongly disagreed. In addition, over a quarter of the respondents (25.8%) were undecided. (1994: 44.7% agree/strongly agree, 17.9% disagree/strongly disagree, 32.9% undecided)

****

33. CCAF plays an important role in the development of a professional enlisted corps.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		2	.5	.5
STRONGLY AGREE	A	108	28.1	28.6
AGREE	B	206	53.6	82.3
UNDECIDED	C	46	12.0	94.3
DISAGREE	D	19	4.9	99.2
STRONGLY DISAGREE	E	3	.8	100.0
	Total	384	100.0	100.0

The vast majority of graduates (81.8%) agreed or strongly agreed that CCAF plays an important role in the development of a professional enlisted corps. Of note, nearly a third (28.1%) strongly agreed while only 5.7% disagreed/strongly disagreed. (1994: 81.7% agree/strongly agree, 7.6% disagree/strongly disagree)

****

34. I believe educational attainment should be a factor in the Weighted Airmen's Promotion System (WAPS).

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		1	.3	.3
STRONGLY AGREE	A	163	42.4	42.7
AGREE	B	110	28.6	71.4
UNDECIDED	C	44	11.5	82.8
DISAGREE	D	33	8.6	91.4
STRONGLY DISAGREE	E	33	8.6	100.0
	Total	384	100.0	100.0

The vast majority of graduates (71.1%) agreed or strongly agreed that educational attainment should be a factor in the Weighted Airmen's Promotion System (WAPS). Of note, nearly half (42.4%) strongly agreed while 17.2% disagreed/strongly disagreed. (1994: No comparison data)

****

35. CCAF enhances the overall education of enlisted personnel.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		1	.3	.3
STRONGLY AGREE	A	152	39.6	39.8
AGREE	B	212	55.2	95.1
UNDECIDED	C	16	4.2	99.2
DISAGREE	D	2	.5	99.7
STRONGLY DISAGREE	E	1	.3	100.0
	Total	384	100.0	100.0

The overwhelming majority of graduates (94.8%) agreed or strongly agreed that CCAF enhances the overall education of enlisted personnel. Of note, over a third (39.6%) strongly agreed while only 0.8% disagreed/strongly disagreed. (1994: No comparison data)

****

36. CCAF serves the job-related educational needs of the Air Force enlisted community.

Value Label	Value	Frequency	Percent	Cum Percent
NO RESPONSE		22	5.7	5.7
STRONGLY AGREE	A	68	17.7	23.4
AGREE	B	195	50.8	74.2
UNDECIDED	C	73	19.0	93.2
DISAGREE	D	22	5.7	99.0
STRONGLY DISAGREE	E	4	1.0	100.0
	Total	384	100.0	100.0

A majority of graduates (68.5%) agreed or strongly agreed that CCAF serves the job-related educational needs of the Air Force enlisted community. Of note, over a fifth (17.7%) strongly agreed while only 6.7% disagreed/strongly disagreed. (1994: No comparison data)

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PART V. WRITE-IN RESPONSE QUESTIONS:

For write-in response Questions 37-39, we cataloged the number of times respondents listed a particular response and have displayed only the responses listed ten or more times. Multiple responses (listing two or more items per question) were allowed, and the tallies reflect the number of times an item was listed by all graduates. For greater clarity we grouped the responses into broad areas. For Question 40 all responses are listed. Of note, the most popular answer was listed by only 121 of the 384 graduates who returned a survey.

****

37. What are the major strengths of the CCAF program?

Item and number of respondents listing this item:

Air Force technical training is worth college credit (121)
Program accessible worldwide (69)
Easy to complete/flexible/responsive to career demands (60)
Incentive to get started in college/pursue 2-year degree (46)
Incentive/stepping stone to pursue 4-year degree (34)
Low cost/availability of tuition assistance (16)
Counselor support at education offices (15)
Use of CLEP/DANTES/nontraditional education (13)
Helps military career (13)

(1994: No comparison data)

****

38. What are the major weaknesses of the CCAF program?

Item and number of respondents listing this item:

Poor transferability of credit to civilian colleges (45)
Not viewed as a credible program outside USAF (29)
Difficulty getting classes--TDYs/deployments/shift work (28)
Poor/inadequate counseling/services at education offices (25)
Poor visibility/publicity (20)
No baccalaureate degree program (15)
Poor support for program by supervisors/commanders (13)
Not able to earn degree in field of choice (12)

(1994: No comparison data)

****

39. What improvements to the CCAF program would most benefit the Air Force?

Item and number of respondents listing this item:

Offer a baccalaureate degree (35)
Make completion a factor in WAPS (25)
Improve quality of education services personnel (20)
Improve transferability of credit (17)
Increase advertising/publicity (16)
Allow enrollment in any program (12)

(1994: No comparison data)

****

40. Additional comments:
[NOTE: These are in no particular order]

1. My experience has been that most degree-seekers do so at the expense of their duties. And since such a push is placed on getting a degree, most supervisors feel that they must let workers off for school. Those already holding degrees, or not actively seeking one end up working extra to carry the load of an airman gone during the duty day to take classes.

2. Thanks for the help!

3. I don't know if the civilian community really values a degree from CCAF.

4. For motivated individuals, this is a great program. It adds a certain amount of pride and peer acceptance. It give individuals who would not otherwise, [and perhaps] not have the opportunity, to become more productive for the Air Force and him/herself.

5. This is one area in the Air Force that seems to get better every year. Keep up the good work.

6. I feel you should question some of the people who have not received their CCAF degree. Most likely all grads liked it or they probably would've quit.

7. My CCAF [degree] was an afterthought to the award of my B.S. CCAF is a good program for the Air Force. Many airmen need the introduction to postsecondary education in this manner. I believe it motivates some to go on or at least forces them to question their educational goals.

8. Please have the Air Force give grades and not just "pass-fail."

9. It seems that education is highly stressed but is also discouraged (doing more with less)--those not taking classes are overworked.

10. Have CCAF add[ed] to WAPS.

11. I also feel that CLEPs should be 100% graded and give you a solid percentage grade. Some [people] take the CLEPS and don't pass but know how to do what it asks. Others pass and just guess but score very high. It's not right.

12. I've had overall outstanding service from CCAF. Keep up the good work.

13. Very good program.

14. [My] unit was very helpful. Training 944th "Ella."

15. I highly encourage all enlisted to achieve higher degrees and I am proud to have completed by CCAF associate degree.

16. I've been working on a Bachelor's degree for the past few years, CCAF just "came up" and I had earned the "right" civilian credits to complete the degree. It has never been a priority for me.

17. The counselors at this base (Nellis AFB) were definitely a motivating factor in my acquiring my degree.

18. Question #8 requires more letters on the answer line. My answer is Y and there is no bubble on the answer sheet for it.

20. The civilian sector needs to see this degree as they see any other degree.

21. Great starting point. Need other institutions to recognize all subjects given credit.

22. I would like to thank CCAF for your support and professionalism. Thank you!

23. Provide information to degree holders who retrain. Can they enroll in their new AFSC and receive another degree? Cut down evaluation time when reviewing transcripts.

24. I'm very pleased with the entire program. I was awarded two associate degrees from CCAF. It's a very worthy institution.

25. The only problem I had with the CCAF program was the overworked advisors at the base level. They messed up my paperwork and it took 8 months until I found out that my paperwork had not been submitted. Maybe a better quality awareness class for the base level counselors would help in these situations.

26. I received this survey on 15 Sep 95 due to a PCS in July. Sorry for the delay.

27. People who deploy can take correspondence courses.

28. Diploma is not very impressive looking.

29. The degree still makes the holder proud. It certainly makes me feel better knowing I have one.

30. Getting my CCAF degree has motivated me to go on and get my Bachelor's and eventually my Master's. I'm very pleased with the program.

31. Personally, I have been very happy with CCAF.

32. I wish the CCAF program (as far as civilians are concerned) would be looked upon equally with other programs.

33. Overall very satisfied with this program.

34. I think making educational achievement even a small consideration while computing WAPS scores would be a definite motivating factor.

35. The envelope is too small for the answer sheet.

36. I'm glad the Air Force has a degree program. Many people wouldn't have a degree if not for CCAF. This is a strong motivator and retention tool. It would be great to introduce a Bachelor's degree program as well. This could only make the Air Force a better life and the only branch that offers this program as well. This would really get the recruits in and retain the quality people.

37. Thank you sincerely for your help and the good times.

38. Advertise the ease of completing a degree. Make first-term airmen sit through a briefing on their reenlistment to encourage pursuing a degree.

39. Keep up the good work!

40. A benefit to the people trying to obtain a degree would be to quit changing the catalog requirements so frequently. I took classes that were required one year and after a catalog change were not required. This happened several times and was frustrating to the point I almost gave up.

41. CCAF is finally gaining recognition in the education community. More schools are accepting more credit transfers. CCAF is not only desired, but highly encouraged for all my subordinates.

42. The primary reason I pursued the degree was to fill a necessary square for promotion.

43. I believe education is essential and CCAF is a good start for people that just got out of high school.

44. Make education a promotion consideration.

45. I was satisfied with the overall program and enjoyed taking the classes to earn my degree, but my frustration with our education office will linger for quite some time.

46. All in all, I believe the CCAF program to be a great opportunity for Air Force members. It affords everyone the opportunity to receive a college degree. I often hear complaints about "what this degree will do for me." I believe if the system or program can find a way to relate the importance or civilian equivalence to Air Force members it would take the importance of earning a CCAF degree to a higher level.

47. Often times people take courses which don't transfer to CCAF. More guidance [is] needed for education offices. Level of completeness should be compensated as in civilian market (i.e. AA=$25/mo; BA or BS = $50/mo; MA or MS = $100/mo). Having members receive additional compensation for completing degrees would provide some extra incentive [for them] to complete degree[s] and perhaps [they would] stay in the military.

48. Cost of education for active duty military should be defrayed!

49. CCAF is a good deal--most of the time for most of the people. More effort should be placed in dealing with veterans using "VA" [benefits]. Please set a goal to help people become more computer literate ASAP, for free. The programs the Air Force uses are not taught on this base--Big Problem!

50. I'm very appreciative of the opportunities I've had to improve my education while serving in the Air Force and the Air National Guard.

51. CCAF is a good program and I'm proud to have been a part of it.

52. Educational achievement should be part of the WAPS factors.

53. There should be counselors that know their job and have knowledge in guiding the students.

54. The CCAF program was a major reason for joining the Air Force for me.

55. CCAF is doing a good job, however please keep in mind with a smaller force and a worldwide commitment it's getting harder and harder to be around to get your education.

56. Need to train education office personnel at each base. They were terrible to work with! I have never been more confused about what transfers and what does not.

57. This survey should be reworded. Most questions are asking if education makes a person more of an asset. Of course it does, but that isn't the question. The question is if you are making this program available, accessible, consistent, need fitting, measurable, is this giving us a stronger airman, enlisted force, and a more capable Air Force? The answer is yes, but there is much room for improvement in the process. Cause this improvement by offering incentives to those who strive to be educated and to educate themselves. (i.e. give a stripe or an early date of rank with pay)

58. Inform members in advance that they must complete a certain program within a prescribed timeframe. My declared degree program was arbitrarily changed because I hadn't completed it within a 6-year period. I was able to get it changed back.

59. I'm really glad to have gotten my CCAF [degree]. It has given me a lot of self-confidence in my degree area (Elect Syst Tech) and the encouragement to know that I can get something for myself and keep going. I'm looking forward to that. So, thanks.

60. Most of my CCAF requirements were filled due to the college [courses] I'd taken before [I] entered the USAF. In addition to credits given for Basic Training, Technical School and ALS, I needed to only CLEP three courses. I really don't feel that most of this survey applies to me.

61. Several changes in catalog requirements slowed my degree completion.

62. The CCAF is a great program! I may never have continued my educational advancement had it not been for the CCAF. I fully promote and recommend it to all Air Force personnel.

63. CCAF is an excellent program and I greatly encourage all to pursue and enhance their educational background. It is my belief that one shouldn't be promoted to E-5 through E-7 unless they have completed their CCAF. I also feel E-7s and above should be working towards or have their Bachelor's. In my last two years as a member of the United States Air Force I have seen a difference in professionalism from those that attend school and [are] working toward a degree and those who come to work for 8-12 hours and return home to fish, hunt, drink beer, and watch TV. Those people are lazy and it shows even in their military profession. This is one reason I have chosen not to reenlist, due to the fact that the right changes are not being made and the opportunity for success in the military is dwindling.

64. It was a positive experience!

65. Outstanding program! Speaking for myself, CCAF has had the greatest influence in aiding my accomplishment of a truly professional career.

66. CCAF could be a major factor helping Air University, Air War College, and the College for Enlisted PME to become colleges in fact--not just in name.

67. I feel that the CCAF made starting college easy. It gave me a realistic short-term goal. A goal that I achieved! My next short-term goal is an[other] AAS [and] then a BA.

68. Develop computer generated surveys.

69. The most important improvement would be to stress to supervisor[s] the importance of school for them and the troops they supervise. Many supervisors have to be pushed to allow someone to go to class. Instead they should be pushing their troops into the classroom.

70. After many years of procrastination, a counselor, Mr Hunt, showed me the light. In two weeks of 6 tests I earned enough credits to complete two degrees.

71. Good outfit!

72. I like the format used in supplemental material course 8E, Vol I SO1, 9208. It explains why the wrong answers are wrong. Great learning tool.

73. Outstanding program.

74. Glad you asked...Although I do strongly support CCAF, it was never a player in my overall goals. My intentions have always been to complete my BS through Embry-Riddle Aeronautical University. The CCAF [A]AS just happened to fall into place via classes completed in my BS program.

75. The CCAF program is an excellent promotion for higher education. It's a major contributor to the enlisted force's management and leadership.

76. I had a problem with the base education office's ability to correctly inform me of which classes were needed to complete my degree. For 3 quarters I was given incorrect data and would have graduated much sooner. Especially since I had enough credits to graduate before the quarters if I had switched catalogs. More accountability on the part of base education personnel and also more education in job knowledge is needed. Thanks.

77. Excellent program! Thanks for your support.

78. I signed up for a class for my CCAF degree, found out I had to go TDY, didn't have time to drop the class. When I got back I asked if I could drop the class and I was told "no." I finished with a "D" and it screwed up my GPA. They would not let me drop the grade. I think "we" should be more flexible with our assets who are trying to better themselves and this Air Force!

79. Overall, I think it's a good program. Just maybe needs to be advertised more and let these people know that they have a great opportunity to excel in education.

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80. I have learned that now that I have a CCAF degree I can no longer attend the comm. college that I have been taking classes with because it is a "2-year" school and the CCAF is a "2-year degree" which means I can no longer go to the school of my choice and it has the classes I want to take to further my education.

81. Please understand that this is my second CCAF degree and that I had a BS prior to this degree. I believe in education so much that I just took advantage of the CCAF opportunity and went after a second degree in my special duty identifier. I can't say enough about CCAF. Outstanding program and outstanding, caring counselors. Job well done.

82. Thanks again for being there.

83. Should not be a part of WAPS.

84. Outstanding program.

85. Great program.

86. Although the Education Centers did assist in picking out classes for CCAF, they did not look at whether or not you could use the class towards a Bachelor's degree. I was very let down when I found out most of my classes would not transfer.

87. It felt great to finally achieve the first milestone in my educational goals--next step BS. Thanks for being there!

88. CCAF graduation is stated to be mandatory. Why must this be mandatory instead of up to the individual. If one does not want to participate in the exercise of graduation why does the education office make it mandatory.

89. At this base if you complete CCAF and are still attending junior college classes you can get no TA--nobody goes for the CCAF degree first unless they had some college before entering. This seems to hurt CCAF enrollment.

90. CCAF is great. I would rather the general public acknowledge my education vs. "what kind of plane do you fly?"

91. With the reduction of many military benefits, this is perhaps one of the most valuable personnel programs in the Air Force. Keep this program alive!

92. CCAF is a good stepping stone toward a Bachelor's degree, however, some of the "give me" credits from Tech Schools, PME, BMTS, don't transfer to many 4-year colleges.

93. I am currently a Technical Training instructor in the USAF and I enjoy my job, I am proud of the work I do, and I volunteered for this duty. However, I have witnessed several non-volunteer instructors who have had their EPRs as well as AF careers threatened because they did not have their degree. I agree with the fact that instructors should have their degree, but if we can't recruit already degreed instructors then we should give them incentive to get the degree, not punish them.

94. Keep up the good work!

95. The degree should count for promotions especially in the top three area. If the person has enough incentive to get the degree he or she should be rewarded during promotion.

96. I have heard rumors Tuition Assistance may stop. I hope this is wrong. If not for TA I wouldn't have been able to go to college while in the Air Force, and would not have considered coming in at all.

97. Tell people what CCAF really is! Any educational pursuit is a positive thing regardless of where it is obtained. However, I feel the CCAF degree program gives Air Force people a false sense of educational achievement. I say this because when the member pursues further education in the civilian community CCAF, as an associate's degree, is not that well accepted. CCAF is being advertised that it is the equivalent to any other 2-year degree and it's not.

98. I am 9 hrs from completing a Bachelor of Applied Studies program where I received 12 hrs credit through portfolio of experience. CCAF should offer something similar. CCAF registrar initially turned down [my] degree until my counselor advised him on how to apply hours. Whose side is your registrar on? I now have 2 CCAF degrees and still don't believe they carry as much weight as a civilian School! Perhaps you could publicize comments from civilian employers whether CCAF degrees carry any weight.

99. Technical Training Instructor Course and Basic Instructor Course should be given some credit for the oral communication requirement.

100. A lot of your questions "take credit" for programs that exist separately from CCAF such as PME, Tech Schools, etc. Benefit of these programs would still exist in the absence of CCAF.

101. CCAF is now allowing other services to receive degrees. Some of these personnel have been experiencing problems because the courses that I teach were not evaluated by the Southern College Association. I hope to see this problem rectified so that other services can benefit from this program.

102. There should be a greater or at least equal factor for having a degree as is for time-in-grade. I believe those who put forth the effort (sacrificing a lot of their personal time) to complete their degrees are those who put forth the effort to get promoted. But, with the ever increasing job knowledge required for the individual, we need motivated, smart people. Example: With this in mind I say a 15+ year Staff gets a lot of points for time-in-grade but doesn't apply himself very much. A motivated Staff with only a few years time-in-grade puts forth the effort to learn the job (SKT scores) and gets a degree, also--the individual should be recognized for achievement, not just sitting around watching the years go by.

103. One additional respondent offered a typed, 1 1/2 page response to Question 40. It is too long to reprint in its entirety. Briefly summarized, the member stated he/she did not believe instructor duty helped enlisted careers, indicated "too many civilians in key positions" inhibited change, and suggested technical upgrades to improve the quality of civilian personnel in the positions of Training Manager and Single Point Manager.

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